

DVC Parents and Families,

With only two weeks left of classes before POLs start, students will be prepping for their final presentations in class quite a bit for the rest of the year. In order to make sure all students are prepared, teachers will be passing out POL info on Monday and students will have a full two weeks to prepare their presentation.

Attached is a POL information packet which includes the following details:

- Daily schedules
- Presentation format and expectations
- Grading policies
- Policies and procedures for re-presentations

Our last family association meeting is a joint meeting at the Da Vinci Science Forum on Tuesday, May 13<sup>th</sup>. Because we will not have a DVC only Family Association meeting the rest of the year, we will be hosting coffee with the principal next Tuesday morning from 7:30am to 8:30am at Da Vinci Communications. Come by if you would like to hear about POLs, chat about the year, or simply have a coffee and pastry. For anyone skimming this letter, the two events in bullet points are:

- **Joint Family Association Meeting.** Tuesday, May 13<sup>th</sup> at 6:30pm in the Science Forum
- **Coffee and pastries with the principal.** Tuesday, May 13<sup>th</sup> at 7:30am at Da Vinci Communications.

As always, please feel free to contact me with questions, and feedback. They are always greatly appreciated.

Thank you,

Nathan Barrymore

Principal, Da Vinci Communications

# Presentation of Learning (“POL”) Details and Policies

Spring 2014



Each student will earn a letter grade for his/her POL based on the total score and the grade scale shown.

This letter grade will be reflected on the student’s transcript. The POL is worth one credit, which is the same amount of credit earned for most seminar courses.

Score	Letter Grade
4.00 +	A+
3.70 – 3.99	A
3.50 – 3.69	A-
3.20 – 3.49	B+
2.90 – 3.19	B
2.60 – 2.89	B-
2.30 – 2.59	C+
2.0 – 2.29	C

Daily Schedule 5/27-6/5	
7:50am	Doors open. Students participating in morning session report to panel room if it is their day to present; otherwise they report to their assigned green room. PM students who come to campus during AM session stay in the forum.
8:00am	Teachers take attendance in presentation rooms; green room supervisors take attendance in green rooms.
8:15am – 11:30am	Teachers conduct Presentations of Learning
11:30am	Students in the green room may go to the lunch line. Students in the POL room will be required to stay in the room until presentations have concluded.
12:00pm	Gates open and students are dismissed
12:30pm	Students must leave campus. If your students will not be heading home at the time and needs a place to work, please contact Nathan.

All POLs will be scheduled between Tuesday 5/27 and Monday 6/2.  
 Tuesday 6/3, Wednesday 6/4 and Thursday 6/5 will be held open for make-ups.

## POL Format

Student Presentation – Subject One	10 minutes total (3 minutes each for Humanities and mathematics, 4 minutes total for engineering and physics) – Students talk; panel listens
Student Presentation – Subject Two	
Student Presentation – Subject Three	
Habits of Mind / 21 <sup>st</sup> Century Skills Reflection Growth Goals	1 minute total – Students talk; panel listens
Question and Answer Session	3 minutes maximum – Each teacher asks 1 question & no follow-up questions; questions should provide opportunities for students to demonstrate deeper understanding of content; no leading questions or re-teaching of content during Q & A

## Here are the “Must Haves” for the POLs:

- 1) Every student gives a defense for each of their subjects, presenting to panel.
- 2) Every student creates a digital presentation (most often a PPT) in which work from this year is displayed.
- 3) Defenses are scored by the panels using a Google doc – one Google doc per student where all teachers (both panels) enter their scores and comments (scoring guide is the same for grades 9, 10, and 11).
- 4) Students’ final defense score is an aggregate of their scores in each subject’s defense. A student who earns 2.5 or better overall – even if they do not pass a particular subject – earns credit on their defense and is not required to re-present.
- 5) Q&A time consists of one clarification/application question per panel member, without leading or “informing” questions or commentary.
- 6) The Defense may be used by students as a final opportunity to demonstrate mastery in one essential skill per course.

### **Missed presentation Policy:**

**Students who miss a panel presentation without a valid reason\* will not be permitted to re-present for that panel. It will be the student’s choice as to whether they would like to present to the other panel. If the student chooses to present, he/she should be graded according to the POL rubric. If the student presents something that demonstrates mastery in an essential that previously was not mastered, the mastery grade may be adjusted accordingly.**

*\* Valid reasons include doctor’s appointments with doctor’s note and parent confirmation, hospital visits with appropriate documentation and parent confirmation, and deaths in the family with appropriate documentation and parent confirmation.*

### **Unprepared Policy (lack of professional dress and/or missing a script or evidence):**

**Students who are not dressed professionally or who are demonstrating a lack of preparedness will be permitted to present their defense, but will be awarded accountability scores that reflects his/her preparedness. Even if the student must re-present, the accountability score will remain unchanged for any makeup attempts.**

Professional Attire for Males	Professional Attire for Females
<ul style="list-style-type: none"><li><input type="checkbox"/> Opaque, button -down dress shirt (shirt must be tucked in)</li><li><input type="checkbox"/> Khaki pants or dress pants (no jeans)</li><li><input type="checkbox"/> Dress shoes (no sneakers)</li><li><input type="checkbox"/> Tie</li><li><input type="checkbox"/> Belt</li><li><input type="checkbox"/> Suit jacket (optional)</li><li><input type="checkbox"/> Hair should not cover face</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Opaque, button-down dress shirt or non-revealing blouse (must cover shoulders)</li><li><input type="checkbox"/> Dress pants (no jeans)</li><li><input type="checkbox"/> Skirt/Dress (must cover knees &amp; shoulders)</li><li><input type="checkbox"/> Closed-toe dress shoes (no sneakers or excessively high heels)</li><li><input type="checkbox"/> Hair should not cover face</li></ul>

### **POL Makeup Policy:**

**Students who are eligible for a makeup defense are those who presented at the date and time originally scheduled but who did not pass the defense on the first attempt. Makeups will be scheduled during the first available slot for the panel. Each student who did not pass on the first attempt is eligible for one makeup presentation per content area. If a student does not pass during his/her second attempt, he/she will receive failing grade on his/her transcript. There will not be an opportunity for makeups beyond Thursday, June 5<sup>th</sup>.**

Presenter:	Date:	Time:	Mastery Score (1-4)	Weighted Score (x0.5)	Points Possible	Panel Feedback
<b>HABIT OF MIND: Accountability</b>	12/9/2013	10:10:00				
Professional Dress	Yes	Somewhat	No			
Punctuality	X					
Digital Portfolio/Presentation Tool	X					
Completed Script & Evidence (as of Thurs. 12/12/13)	X					
Theme (Hook, thesis, topic sentences and conclusion)	X					
<b>1. ENGLISH CONTENT DEFENSE – Essential #1</b>	Yes	Somewhat	No	(x1)	2	Creative use of your hook and related it to each class, but seeing it show up throughout would have been nice.
Uses project and/or evidence/artifacts effectively in explanation	X					
Explains content/skill learned in great detail		X				
Evidence and explanation demonstrate growth and improvement		X				
<b>2. COMMUNICATIONS CONTENT DEFENSE – Essential #1</b>	Yes	Somewhat	No	(x1)	4	I like the way your POL hook went further than just using skateboarding. You creatively used it to connect to each class. I like the way your POL hook went further than just using skateboarding. You creatively used it to connect to each class. You presented the project for English well, and read off your thesis statement, which was strong. I would have loved to see your improvement on
Uses project and/or evidence/artifacts effectively in explanation	X					
Explains content/skill learned in great detail		X				
Evidence and explanation demonstrate growth and improvement		X				
<b>3. MATH CONTENT DEFENSE – Essential #1</b>	Yes	Somewhat	No	(x1)	4	For communications, you presented noredink conceptually, and showed your overall improvements, but never went onto your understanding of the skill. You also shoes to present on a skill that was not on the required list.
Uses project and/or evidence/artifacts effectively in explanation	X					
Explains content/skill learned in great detail		X				
Evidence and explanation demonstrate growth and improvement		X				
<b>4. MATH CONTENT DEFENSE – Essential #1</b>	Yes	Somewhat	No	(x1)	4	Good explanation of different topics on the test. I would have liked you to choose a problem that you received a lower score on. You clearly understand exponents, even with fractions so good job. I didn't see improvement evidence.
Uses project and/or evidence/artifacts effectively in explanation	X					
Explains content/skill learned in great detail		X				
Evidence and explanation demonstrate growth and improvement		X				
<b>5. SCIENCE CONTENT DEFENSE – Essential #1</b>	Yes	Somewhat	No	(x1)	4	I like the detail of how you have improved and also about the tools that you have used to help you master in ALEKS.
Uses project and/or evidence/artifacts effectively in explanation	X					
Explains content/skill learned in great detail		X				
Evidence and explanation demonstrate growth and improvement		X				
<b>6. ENGINEERING CONTENT DEFENSE – Essential #1</b>	Yes	Somewhat	No	(x1)	4	It was great to see your lighting structure. I love the explanation of why you had to use a combo circuit although you mixed up the effects of series and parallel circuits on the lights. However, you did know the two effects of the different types of circuits on the lighting structure, when questioned you really could explain what you knew about circuits.
Uses project and/or evidence/artifacts effectively in explanation	X					
Explains content/skill learned in great detail		X				
Evidence and explanation demonstrate growth and improvement		X				
<b>Final Reflections:</b>	Skill/Goal	No		(x.25)		
Habit of Mind Reflection with evidence	quality	Yes	X	1	1	Explained why you think quality is important but there was no evidence or reflection on how you mastered the skill. You spoke about looking things up on the internet for you use of technology but did not reflect on how you mastered other uses of technology
21st-Century Skills Reflection with evidence	technology	Yes	X	2	1	
<b>TOTAL:</b>				<b>18.75</b>	<b>28</b>	
<b>TOTAL SCORE (4-point scale):</b>				<b>2.68</b>		
NOTE: Passing grade is a 2.0. If you do not pass, you may need to re-do all or part of your defense.				<b>GRADE: B-</b>		

Presenter:	Date:	Time:		Mastery Score (1-4)	Weighted Score (x0.5)	Points Possible	Panel Feedback
		Yes	No				
<b>HABIT OF MIND- Accountability</b>	12/12/2013	11:10:00					
Professional Dress	X			4	2.00	2	Love your reference to dance and how you relate it to school. Very cute dress by the way.
Punctuality	X						
Digital Portfolio/Presentation Tool	X						
Completed Script & Evidence (as of Thurs. 12/12/13)	X						
Theme (Hook, thesis, topic sentences and conclusion)	X						
<b>1. ENGLISH CONTENT DEFENSE – Essential #1</b>	Yes	Somewhat	No	(1-4)	(x1)		I love your POL hook and how you connected it to your passion for dance. Your English POL demonstrated not only the overall skill of thesis statement, but the application of the skill to your TEDx script. Next semester, I would love to hear you quickly explain the projects impact on you as a whole.
Uses project and/or evidence/artifacts effectively in explanation		X				4	
Explains content/skill learned in great detail	X			3.5	3.50		
Evidence and explanation demonstrate growth and improvement	X						
<b>2. COMMUNICATIONS CONTENT DEFENSE – Essential #1</b>	Yes	Somewhat	No	(1-4)	(x1)		Your communications POL went over the skill of coordinating conjunctions well. In the future, I would love to see you explain how and why the commas go where they do, rather than just focusing on getting the answer correct.
Uses project and/or evidence/artifacts effectively in explanation	X			3.5	3.50	4	
Explains content/skill learned in great detail		X					
Evidence and explanation demonstrate growth and improvement	X						
<b>3. MATH CONTENT DEFENSE – Essential #1</b>	Yes	Somewhat	No	(1-4)	(x1)		Good job at explaining the steps. You ended up with the correct answer, but your explanation wasn't as detailed as I would have liked. Your POL could have been much stronger if you added in vocabulary to aid your explanations!
Uses project and/or evidence/artifacts effectively in explanation	X			3	3.00	4	
Explains content/skill learned in great detail	X		X				
Evidence and explanation demonstrate growth and improvement	X						
<b>4. MATH CONTENT DEFENSE – Essential #1</b>	Yes	Somewhat	No	(1-4)	(x1)		Good choice of topical I love that you take me step by step and say what you originally thought followed by what you actually should do. I like that you also talked about why you can't combine numbers and variables...demonstrates your understanding of combining like terms. I like the reference of online textbook!
Uses project and/or evidence/artifacts effectively in explanation	X			4	4.00	4	Love the detail of you using "explain"
Explains content/skill learned in great detail	X						it is great that you just had pictures on your power point. Be careful with your explanations. Definitions were a little off. Awesome use of schematic for your structure. I am still impressed by the complexity of the circuitry you used. I think you are just nervous and that is why I'm seeing some missteps in your content.
Evidence and explanation demonstrate growth and improvement	X						For the engineering design process you had phenomenal evidence and it is clear you understand the process. I LOVE that you created a new drawing for your POL! It is obvious you have mastered this content.
<b>5. SCIENCE CONTENT DEFENSE – Essential #1</b>	Yes	Somewhat	No	(1-4)	(x1)		
Uses project and/or evidence/artifacts effectively in explanation	X			3	3.00	4	
Explains content/skill learned in great detail		X					
Evidence and explanation demonstrate growth and improvement	X						
<b>6. ENGINEERING CONTENT DEFENSE – Essential #1</b>	Yes	Somewhat	No	(1-4)	(x1)		
Uses project and/or evidence/artifacts effectively in explanation	X			4	4.00	4	
Explains content/skill learned in great detail	X						
Evidence and explanation demonstrate growth and improvement	X						
<b>Final Reflections:</b>	Skill/Goal		No	(1-4)	(x.25)		
Habit of Mind Reflection with evidence	quality	Yes	Somewhat	4	1	1	
21st Century Skills Reflection with evidence	communication	X		3	0.75	1	
				TOTAL:	24.75	28	
				TOTAL SCORE (4-point scale):		GRADE: A	
				TOTAL SCORE (4-point scale):		3.54	

NOTE: Passing grade is a 2.0. If you do not pass, you may need to re-do all or part of your defense.